**Classroom Management & Discipline Questionnaire**

Research on the needs of beginning teachers’ shows that discipline/classroom management is among the top concerns. You are not alone! Even teachers with several years of experience can be stumped from time to time by the best way to handle a problem in the classroom. Below is a list of discipline and management concerns commonly discussed among teachers. **For your own benefit**, take the survey to diagnose areas in which you might be feeling frustrated or to determine some areas to discuss with others.

**Please indicate the extent to which the following are problems for you**

**Always – 3 Often - 2 Sometimes -1 Never - 0.**

\_\_\_\_\_ 1. Disruptive behavior   
\_\_\_\_\_ 2. Deciding whether I should call certain behaviors discipline problems versus

letting a behavior "slide"  
\_\_\_\_\_ 3. Withdrawn students  
\_\_\_\_\_ 4. Winning over students' feelings  
\_\_\_\_\_ 5. Sarcastic nonverbal reactions from students  
\_\_\_\_\_ 6. Getting the lessons done on a time schedule  
\_\_\_\_\_ 7. Getting students to participate in the lesson  
\_\_\_\_\_ 8. Cursing by the students  
\_\_\_\_\_ 9. Deciding the best seating arrangements  
\_\_\_\_\_10. Deciding when to allow/deny bathroom passes   
\_\_\_\_\_11. Homework not being done  
\_\_\_\_\_12. Grading all the homework handed in  
\_\_\_\_\_13. Late homework  
\_\_\_\_\_14. My homework policy in general  
\_\_\_\_\_15. Latecomers  
\_\_\_\_\_16. Class clowns  
\_\_\_\_\_17. Handing out papers and materials  
\_\_\_\_\_18. Students talking to each other during the lesson  
\_\_\_\_\_19. Cheating  
\_\_\_\_\_20. Fighting among students

\_\_\_\_\_21. Calling out  
\_\_\_\_\_22. Verbal "put-downs" among students  
\_\_\_\_\_23. Verbal wisecracks at me  
\_\_\_\_\_24. Students throwing things  
\_\_\_\_\_25. Students who wear hats  
\_\_\_\_\_26. Students with cell phones/iPods/electronics   
\_\_\_\_\_27. Keeping students motivated  
\_\_\_\_\_28. Confrontational students  
\_\_\_\_\_29. Students getting out of their seats  
\_\_\_\_\_30. Feeling better related to the students  
\_\_\_\_\_31. Losing my patience  
\_\_\_\_\_32. Deciding whether to confront a student during class or let it slide until after

class, or just to overlook the behavior  
\_\_\_\_\_33. Being completely honest with myself and the class about the subject matter  
\_\_\_\_\_34. Being honest about all rules  
\_\_\_\_\_35. Being honest in general interactions with the students  
\_\_\_\_\_36. Following through on any warnings

\_\_\_\_\_37. Being accused of being unfair  
\_\_\_\_\_38. Putting emotions into some of my lessons  
\_\_\_\_\_39. Making my lessons relate to students’ experiences  
\_\_\_\_\_40. Getting the students to interact with each other, besides me  
\_\_\_\_\_41. Helping the students feel a sense of direction and the goal of the lesson  
\_\_\_\_\_42. Explaining everything very well  
\_\_\_\_\_43. Handling students' anger  
\_\_\_\_\_44. Disturbances right outside my classroom  
\_\_\_\_\_45. My rules falling apart  
\_\_\_\_\_46. Handling the "See me after class!"   
\_\_\_\_\_47. Deciding the proper rewards and punishments  
\_\_\_\_\_48. Asserting myself  
\_\_\_\_\_49. Some of my procedures (like: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_.50. Lack of equipment and materials (like: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_51. I feel as though I'm alone with these problems.   
\_\_\_\_\_52. I feel frustrated in my efforts about handling "discipline problems"  
\_\_\_\_\_53. I feel the problem is always the students  
\_\_\_\_\_54. I feel the problem is the parents and home life  
\_\_\_\_\_55. I feel the problem is the students' peers  
\_\_\_\_\_56. I feel the problem is sometimes my own personal style  
\_\_\_\_\_57. I feel the problem is the environment of my classroom  
\_\_\_\_\_58. I feel the problem is sometimes in procedures  
\_\_\_\_\_59. I feel the problem is in the delivery of my lessons  
\_\_\_\_\_60. Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
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Please indicate the numbers of the three items that are most important to you from the above list 1-60.

1.\_\_\_\_\_Very important to me   
2.\_\_\_\_\_ Important to me  
3.\_\_\_\_\_ Somewhat important to me

Bring your concerns to the Peer Assistance Group **(PAG) meeting** on **November 4, 3-4 PM in the Faculty Dining Room.** Learn “what to do with the kid who….,” discuss general classroom management techniques, build collegial relationships, and enjoy an after school treat. Hope to see you there!